



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

IMHA 515
Practicum
Winter 2013

COURSE OUTLINE

Course Description

This course provides students the opportunity to develop an advanced level of practice through the integration of newly acquired knowledge and skills. Students will participate in one or more acute, tertiary, or community settings, in a process of experiencing and responding to increasingly more complex situations.

The course will involve a semester of experience under the direct supervision of an agency mentor and an instructor from the IMHA program.

The course website will provide students with a comprehensive source for the guidelines for successful completion of practicum.

⚡ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Michelle Bass
Office Hours:
Location:
Phone:
Email: bassm@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course, the student will be able to:

1. Use health promotion and psychosocial rehabilitation as foundations for practice with clients* and families in acute, tertiary and community settings.
2. Apply comprehensive knowledge of mental health, addiction, and other concurrent challenges to engage in assessment, planning, treatment, and evaluation strategies with individuals and families.
3. Establish and maintain therapeutic alliances and effective helping relationships with individuals and families.
4. Apply knowledge of personal and professional ethics in practice and effective methods of advocacy with individuals and families.
5. Work collaboratively with various disciplines and agencies to maximize efficacy of treatment planning and care delivery.

3. Required Materials

Dennison, S.J. (2003). Handbook of the Dually Diagnosed Patient. Philadelphia PA: Lippincott, Williams and Wilkins.

Frankel, A., & Gelman, S. (2004). Case Management: An Introduction to Concepts and Skills (2nd ed.). Wilmington: Lyceum Books Inc.

Miller, W and Rollnick, S. (2002). Motivational Interviewing: Preparing People for Change (2nd ed.). New York: Guilford Publications

Morrison, J. (2006). DSM-IV Made Easy. New York: Guilford Press.

Robinson, David, J. (2002). The Mental Status Exam Explained. Rapid Psychler Press

Seligman, L. Conceptual Skills for Mental Health Professionals. Pearson Educ. Inc.'

Wright, Basco and Thase (2006). Learning Cognitive Behavior Therapy. An Illustrative Guide, American Psychiatric Publishing, Inc.

Prerequisites

Successful completion of IMHA 510, 511, 512 and 513

Students must obtain at least a B- in the graded assignments to pass the course.

Mandatory Participation

This course is delivered via face to face seminars and D2L format. Participation in all activities and the asynchronous online discussions is mandatory. Completion of all graded assignments is mandatory.

Late Policy

In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. A professional's note may be required.

Student Assessment

Students are responsible for maintaining a hard copy or electronic copy of all submitted work. All assessment items must be successfully completed to pass this course.

Student Assignments

There will be three assignments for this course. The assignments include:

Assignment 1 – Assigned Reflection/Discussion Value - 25% -

You will be given a number of different topics and readings over the practicum. The details will be provided on D2L beginning January 20th.

Assignment 2 – Reflective Journal -Value 50%

Students are required to do ten reflective journals, submitted every two weeks in the drop-box. Each journal entry will be 3-4 pages long. Details will be provided in the seminar.

Assignment 3 - Case Presentations- value 25%

Case Presentation One - Consultation

This assignment invites you to present a case from your practicum environment to the class. The objective of this exercise is for you to discuss an issue that you are finding challenging in your practicum and on which you would like to have feedback. The class will act as your consultant. You must change the case details so that they totally protect the identity of the individual or group you are working with. You can also if you choose make up a case that approximates the kind of issues and backgrounds that you considering. The case should provide enough detail for the class to be able to consider. Your task is to:

- (1) Present the background of the case and provide question(s) for the group to give you feedback (in 7 minutes).
- (2) Write up the case and questions as a handout for the group (2-3 pages).
- (3) You will also hand in your response/reflection to the question you have posed to your instructor (one page).

Value: 10%

Due:

Case Presentation Two- Case Conceptualization and Planning

This assignment invites you to present a case from your practicum environment. In the practicum seminar you will be expected to obtain the consent of your agency and other relevant parties to present the case, explain the background to the case, reflect on how you did or will engage with the 'client', explain the process you went through to gather relevant information (including the use of various assessment tools/procedures), and outline the current planning/intervention process. You will also be expected to create an assessment 'product' (the assessment report) and submit it to the course instructor at the end of your presentation.

The oral presentation should be a power point presentation and no longer than 12 minutes. The oral presentation should focus on case conceptualization and treatment plan.

The written product must have the following headings:

1. A brief introduction on who was seen and tools used to gain information
2. Chief complaint, and reasons for the evaluation
3. History of the present illness
4. Past psychiatric history
5. History of substance use/abuse
6. Past social and developmental history
7. Current social history
8. Family history
9. Medical history
10. Mental status examination
11. DSM-1V diagnostic impression (multi-axial diagnosis)
12. Psychosocial formulation (case conceptualization) and treatment plan

Value 15%

Due: April 26

GRADING:

Grades will be assigned as follows:

A+	90 - 100	B-	70 - 72
A	85 - 89	C+	65 - 69
A-	80 - 84	C	60 - 64
B+	77 - 79	D	50 - 59
B	73 - 76	F	0 - 49

4. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

5. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>